Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_\_

EGE Non-Fiction Reading Rubric

**Reading for All Purposes**: Students demonstrate comprehension of a variety of **informational**, literary, and **persuasive** texts.

Your work with a variety of readings will be evaluated using the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric Category** | Advanced Understanding of Standards (4) | Meets Standards (3) | Approaches Standards (2) | Does Not Meet Standard (s) (1) |
| Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an **objective** summary of the text.  (CCSS: RI. 9-10.2) | Student has a sophisticated and accurate understanding of the central idea of the text.  The summary is written objectively in the 3rd-person. | Student has an accurate understanding of the central idea of the text.  The summary is written mostly objectively in the 3rd-person. | Student has an incomplete understanding of the central idea of the text.  There are noticeable lapses in 3rd-person narration. | Student does not understand the central idea of the text.  The summary is not written objectively. |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (CCSS: L.9-10.2) | Demonstrates full command of conventions of Standard English consistent with edited writing; only a few minor errors. | Demonstrates command of the conventions of Standard English consistent with edited writing; some distracting errors. | Demonstrates moderate command of the conventions of Standard English consistent with edited writing; few patterns of errors. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, or a variety of other offenses. |

Comments: